

# **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

## **MINUTES OF THE COMMISSION MEETING**

**February 6-7, 2002**

**Commission Offices, 1900 Capitol Avenue, Sacramento**

### **COMMISSION MEMBERS**

Alan Bersin, Administrator, Chairman  
Chellyn Boquiren, Teacher  
Margaret Fortune, Public Representative  
Beth Hauk, Teacher  
Elaine C. Johnson, Public Representative  
Carol Katzman, Public Representative  
Lawrence Madkins, Jr., Teacher, Vice Chairman  
Alberto Vaca, Teacher  
Marilyn Whirry, Designee, Office of the Superintendent of Public Instruction

### **EX OFFICIO REPRESENTATIVES**

David Leveille, California Postsecondary Education Commission  
Bill Wilson, California State University  
Joyce Justus, Regents, University of California

### **EX OFFICIO REPRESENTATIVES ABSENT**

Carol Bartell, Association of Independent Colleges and Universities

### **COMMISSION STAFF**

Sam Swofford, Executive Director  
Mary Armstrong, General Counsel, Director, Professional Practices Division  
Linda Bond, Director, Office of Governmental Relations  
Joe Radding, Director, Information Technology and Support Management Division  
Mary Butera, Director, Office of Human Resources  
Dale Janssen, Acting Director, Certification, Assignments and Waivers Division  
Mary Vixie Sandy, Director, Professional Services Division  
Janet Vining, Staff Counsel, Professional Practices Division  
Lee Pope, Staff Counsel, Professional Practices Division  
Kimberly Hunter, Staff Counsel, Professional Practices Division  
Larry Birch, Administrator, Professional Services Division  
Bob Carlson, Administrator, Professional Services Division  
Amy Jackson, Administrator, Professional Services Division  
Margaret Olebe, Administrator, Professional Services Division  
Nicole Amador, Consultant, Professional Services Division  
Joe Dear, Consultant, Professional Services Division  
Marilynn Fairgood, Consultant, Professional Services Division  
Philip Fitch, Consultant, Professional Services Division  
Helen Hawley, Consultant, Professional Services Division

Phyllis Jacobson, Consultant, Professional Services Division  
Michael McKibbin, Consultant, Professional Services Division  
Betsy Kean, Consultant, Professional Services Division  
Jan Jones Wadsworth, Consultant, Professional Services Division  
James Alford, Assistant Consultant, Professional Services Division  
Mark McLean, Assistant Consultant, Professional Services Division  
Nadine Noelting, Assistant Consultant, Professional Services Division  
Rod Santiago, Assistant Consultant, Professional Services Division  
Yvonne Novelli, Program Analyst, Professional Services Division  
Marilyn Errett, Consultant, Office of Governmental Relations  
Leyne Milstein, Consultant, Office of Governmental Relations  
Dan Gonzales, Legislative Liaison, Office of Governmental Relations  
Anne Padilla, Consultant, Office of Governmental Relations  
Crista Hill, Manager, Information Technology and Support Management Division  
Cathy Beach, Manager, Certification, Assignments and Waivers Division  
Maureen Henkelman, Manager, Certification Division  
Terri Fesperman, Assistant Consultant, Certification Division  
Susan Browning, Program Analyst, Certification Division  
Kathleen Beasley, Proceedings Document Recorder

**Wednesday, February 6, 2002**

## **REPORT OF CLOSED SESSION ITEMS**

### **Potential Litigation**

Potential litigation was discussed but no action was taken.

### **Petitions for Reinstatement or For Reduction of Penalty**

The Commission denied the following Petitions for Reinstatement:

1. Elizabeth McSorley
2. Alvina Sheeley

The Commission granted the Petition for Reinstatement of Stephany Chang.

### **Proposed Decisions**

The Commission took action to revoke Miles Gupton's credential, but the revocation is permanently stayed and his credential is actually suspended for a period of ninety (90) days. The findings will be submitted for approval at the March 6, 2002 Commission meeting for adoption.

The Commission took action to deny Margaret Porter's application. The findings will be submitted for approval at the March 6, 2002 Commission meeting for adoption.

**Thursday, February 7, 2002**

**GENERAL SESSION**

The general session was called to order by Chairman Bersin at 8:15 a.m. Roll was taken and a quorum was present. The Commission and audience joined in the Pledge of Allegiance. The following actions were then taken:

**APPROVAL OF THE JANUARY 2002 COMMISSION MINUTES**

A motion to approve the January 2002 Commission minutes was made (Johnson), seconded (Katzman) and carried without dissent.

**APPROVAL OF THE FEBRUARY 2002 AGENDA**

A motion to approve the agenda for the February 2002 meeting with in-folder items (pertaining to Preparation Standards 1, 4 and 5, Legislative and Public Hearing 2) was made (Madkins), seconded (Whirry) and carried without dissent.

**APPROVAL OF THE FEBRUARY 2002 CONSENT CALENDAR**

A motion to approve the February 2002 Consent Calendar was made (Katzman), seconded (Madkins) and carried without dissent.

**MANDATORY ACTIONS**

Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5 require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

1. **DUARTE, Mario O.** San Jose, CA  
Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following Mr. Duarte's conviction for violating California Penal Code sections 288.5(a) (continuous sexual abuse of a child), a serious and violent felony, and 288(b)(1) (lewd or lascivious act on a child by force), a serious and violent felony. As a result of these convictions, Mr. Duarte was ordered to register as a sex offender pursuant to Penal Code section 290.
2. **EMUS, Paul S.** Imperial Beach, CA  
Pursuant to Education Code section 44346.1, all certification applications under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following Mr. Emus' misdemeanor conviction for violating California Penal Code section 273a(a) (willful harm or injury to a child).
3. **GARCIA, Benito** San Jose, CA  
Pursuant to Education Code section 44346.1, all certification applications under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following Mr. Garcia's felony conviction for violating California Penal Code section 261(a)(2) (rape), a serious and violent felony.

4. **LEWIS, Kristy A.** Norco, CA  
Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following Ms. Lewis' convictions, by a jury, for violating California Penal Code sections 187 (murder), 2<sup>nd</sup> degree, a serious and violent felony, and 182/187 (conspiracy to commit murder), 1<sup>st</sup> degree, a serious felony.
5. **RABUN, John W.** Los Angeles, CA  
Pursuant to Education Code section 44346.1, all certification applications under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following Mr. Rabun's felony convictions for violating California Penal Code sections 487(a) (grand theft: property) and 424 (embezzlement by public officer).
6. **VISER, Emma R.** Los Angeles, CA  
Pursuant to Education Code section 44346.1, all certification applications under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following Ms. Viser's conviction for violating California Penal Code section 245(a) (assault with a deadly weapon), a serious felony.
- RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS**  
Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.
7. **AMERSON, Carol D.** Los Angeles, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
8. **BALLI, Lori N.** Pacific Beach, CA  
All pending applications are **denied** for misconduct pursuant to Education Code section 44345.
9. **BURNS, Vincent H.** North Hills, CA  
The respondent is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
10. **DE LA MATER, Jimmy D.** Delano, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** for misconduct pursuant to Education Code section 44421.
11. **GOWING, Claire I.** Las Cruces, NM  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

12. **HAMILTON, Robyn** San Rafael, CA  
The respondent is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
13. **HANSEN, Michael E.** Clovis, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.
14. **LOGAN-SCOTT, Anglia J.** San Francisco, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
15. **MENDOZA, Nicholas, R.** Joshua Tree, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44420 and 44345.
16. **MORRIS, Ronald L.** San Diego, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
17. **PRINCE, Jonathan S.** Laguna Beach, CA  
All pending applications are **denied** for misconduct pursuant to Education Code section 44345.
18. **ROBINSON, Van E.** N. Bridgton, ME  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.
19. **RUBALCAVA, Edward** Lancaster, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** for misconduct pursuant to Education Code section 44421.
20. **SHERGILL, Lovejit K.** Yorba Linda, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
21. **SIMON, Scott N.** Anaheim, CA  
The respondent is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

22. **SOMMERFIELD, Donald** San Bernardino, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** for misconduct pursuant to Education Code section 44421.
23. **STEPHENSON, Darcie L.** Orangevale, Ca  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
24. **TEIGEN, Jennifer D.** Loma Linda, CA  
All pending applications are **denied** for misconduct pursuant to Education Code section 44345.
25. **TOWLE, James D.** Santa Ana, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
26. **WILSON, Richard D. Jr.** Penn Valley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** for misconduct pursuant to Education Code section 44421.

#### **REQUESTS FOR REVOCATION**

The Commission may revoke credentials upon the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

27. **DOTY, Clifford G.** Littlerock, CA  
Upon his written request and while allegations of misconduct were pending, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** pursuant to Education Code section 44423. This does not constitute consent for purposes of Education Code section 44440(b).
28. **SCHOLZ, John N.** Vacaville, CA  
Upon his written request, pursuant to Education Code section 44423, his supplementary authorization in Introductory Math on his Single Subject Teaching Credential is **revoked**.

#### **WITHDRAWAL OF APPLICATIONS**

29. **SMITH-HERNANDEZ, Sherry K.** Union City, CA  
Pursuant to her request and while allegations of misconduct were pending, her application is **withdrawn**. This does not constitute consent for purposes of Education Code section 44440(b).

## TERMINATION OF PROBATION

30. **GARCIA, Adrian M.** Bakersfield, CA  
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order which was adopted by the Commission on December 5, 1996, **the stay order has been made permanent and his credential is restored.**

## PROPOSED DECISIONS

31. **GULLEDGE, Gregory** Richmond, CA  
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **deny** any pending applications, is adopted.
32. **SIDDEEQ, Jeremiah M.** Huntington Beach, CA  
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all certification documents, is adopted.

## AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an enumerated offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

33. **COCHRAN, Richard F.** Folsom, CA
34. **GUEVARA, Rudy** San Jose, CA
35. **NEFF, Gregory A.** Pomona, CA

## TERMINATIONS OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individual is terminated and all credentials are reinstated.

36. **HILLWAY, Karl C.** Ventura, CA

## DENIAL OF CREDENTIAL WAIVER REQUESTS

The Appeals and Waivers Committee having reviewed these waiver requests has recommended they be denied. The employing districts have not asked for reconsideration of the Committee's decisions.

1. Carolyn Q. Luu/Oakland Unified School District
2. Gregg K. Yonekura/Mt. Diablo Unified School District
3. Roel Coscos/Los Angeles County
4. Marline Kichichian/Los Angeles County
5. Jeanette L. Jones/Perris Union High School District

6. Sergio O. Miranda/San Francisco Unified School District
7. Steve M. King/Alum Rock Union Elementary School District
8. Farah Alam/Evergreen Elementary School District
9. Martha Hernandez/Compton Unified School District
10. Sara Mercado/Soledad Unified School District
11. Maria E. Ayala/Sequoia Union High School District
12. Denise M. Crosby/Compton Unified School District
13. Patrice A. Braswell/San Diego Unified School District
14. Laura-Jo McKinnon/South San Francisco Unified School District
15. Robin L. Method/Kings Canyon Joint United School District
16. Alfonso R. Garcia/Salinas Union High School District
17. Natalie M. Blanchard Scott/Ravenswood City Elementary School District
18. Judaline R. Swinkels/San Carlos Elementary School District
19. Danette Evens/Livermore Valley Joint Unified School District
20. Yahdria Y. Rivas/Mt. Diablo Unified School District
21. Jed R. Low/Los Angeles Unified School District
22. Stella R. Laurel/Greenfield Union Elementary School District
23. Maria H.L. Ciriaco/Santa Clara County
24. James E. Farmer/Fremont Unified School District
25. Courtney L. Marshall/Hayward Unified School District
26. Christopher P. Zapata/Hayward Unified School District
27. Jennifer A. Weibert/Kings Canyon Joint Unified School District
28. Francisco Diaz/Parlier Unified School District
29. Christopher Kwan/Alhambra City Elementary School District
30. Reymundo Robledo/Walnut Valley Unified School District
31. Paul B. Nollette/Lincoln Unified School District
32. Danielle M. Oswood/Stockton Unified School District
33. Jennifer R. Thomas/San Jose Unified School District
34. Nicholas Pham/Milpitas Unified School District
35. James A. Staten/Milpitas Unified School District
36. Donald S. Sinclair/Fairfield-Suisun Unified School District
37. Sandra L. Flemmig/East Side Union High School District
38. Jack D. Dunbar/Alhambra City Elementary School District

## **ANNUAL CALENDAR OF EVENTS**

The annual calendar of events was provided as an information item.

## **CHAIR'S REPORT**

Chairman Bersin said he was pleased to represent both the Commission and his colleagues in San Diego at the celebration in Washington D.C. marking the signing of the landmark federal education bill. Many questions remain about implementation, but what was striking, he said, was the bipartisan nature of support for and consensus on the need to address education needs. He also noted that reforms in California are very much in synch with what is now being addressed at the national level. The challenge is in the details, and the Commission will be



working closely with the governor's office and the State Board of Education as the federal requirements become reality.

### **EXECUTIVE DIRECTOR'S REPORT**

Executive Director Swofford acknowledged the presence of two people from the National Board for Professional Teaching Standards: Betty Castor, president of the board, and Al Summers, vice president. In addition, two National Board-certified teachers, Myrna Hipol-Estrada and Marissa Hipol-Rice, were present. All four were at the Commission meeting to participate in a study session about the board certification process.

He also announced that he addressed the superintendents at the Association of California School Administrators Symposium in late January. He provided the group with an update on the work of the Commission, particularly highlighting administrator credential reform.

Finally, Executive Director Swofford shared with the Commission the results of the 2001 Award and Recognition Celebration, the first formal annual recognition event for staff. Out of 207 employees, 48 received promotions in 2001. Superior Accomplishment Awards were given to Stacey Frank, Executive Office; Karen Romo, DPP; Diane Tanaka, PSD; Sandy Cook, ITSM; Isabel Navarrete, HR; and Terri Fesperman, CAWD. In addition, Linda Bond was recognized for 25 years in state government. The Executive Director's Meritorious Service Award went to Marilyn Errett, the Commission's public information officer and a veteran of two other divisions at the Commission.

Chairman Bersin noted that the Commissioners also recognize the excellence of the staff and the high-quality work that is accomplished. He thanked Executive Director Swofford for his leadership and effective modeling of how to build an organization that simultaneously nurtures people and holds them to high standards.

### **REPORT ON STATE BOARD OF EDUCATION MEETING**

A summary of the State Board of Education's January meeting was provided in the agenda materials for information only. Chairman Bersin noted that the Commission congratulates the new Board officers, President Reed Hastings and Vice President Joe Nunez.

### **PREPARATION STANDARDS COMMITTEE OF THE WHOLE**

Commissioner Katzman convened the Preparation Standards Committee of the Whole.

#### **Prep. 1: Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities**

Staff reported that review panels have recommended the approval of two subject matter programs: social science at the University of Southern California and science at California State University, Stanislaus. A motion to approve the programs was made (Hauk), seconded (Johnson) and adopted without dissent.

**Prep. 2: Update on the Comparability Studies of Subject Matter Requirements in Other States**

Staff brought forward a third round of recommendations regarding comparable multiple and single subject programs in other states. In prior meetings in September and October 2001, the Commission approved 20 out of 30 states for multiple subject comparability. In addition, single subject matter comparability was approved in several states in October. Staff reported that favorable action on the February recommendations would bring the total number of states found to be comparable on multiple subject matter programs to 36. In addition, programs in a large number of states within 13 single subject categories were also recommended for approval. The Commission's agenda material included a chart showing comparability status for 49 states and Washington, D.C.

Staff also reported that the February recommendations completed the work of contractor Educational Testing Service, with work being completed on time and within budget.

Chairman Bersin said the study and Commission actions, which grew out of a bill by Senator Scott, is one approach to the shortage of teachers in California that is tremendously helpful for school districts and out-of-state professionals. He asked if staff had statistics indicating how many people have taken advantage of the comparability findings. He also said the comparability effort is a major accomplishment that should be actively promoted.

Staff said that the data could be brought to a future meeting. The approval of single-subject comparability is likely to increase the number of people taking advantage of California's program. Staff also reported that this is the first time that any state has taken on such a study and that the data is being shared with other states.

Ex Officio representative Wilson said that as a member of the CalTeach [the California Center for Teaching Careers, administered by California State University] advisory board, he is aware of California's \$2 million commitment to out-of-state recruitment in the current fiscal year. He encouraged staff to meet with Nancy Brownell at CalTeach and ensure that recruiters understand the comparability status chart.

Commissioner Fortune agreed that such information is critical as CalTeach conducts Golden Opportunity Days, recruitment events in other states to spread the word about California's need for teachers. She said the database that is to be developed as part of the project will be an invaluable tool for helping assess credentials for specific individuals when recruiters meet with them. She said the information is already being used and the system is working to increase the flow of teachers into the state.

Commissioner Boquiren asked if the comparability studies would continue, particularly for states that have not yet been judged to have comparable programs. Staff replied that the bill required a three-year cycle, but that the Commission could do more or continuing studies, especially for states like Washington that are presently changing their standards that would make theirs more likely to be comparable with California.

A motion to approve staff recommendations regarding comparability was made (Fortune) and seconded (Whirry). Chairman Bersin offered a friendly amendment to require staff to develop a communications plan that would share the information not only with school districts and prospective out-of-state teachers but also with the Legislature. The motion was so amended and carried without dissent.

### **Prep. 3: Recommended Approval of SB 395 Staff Development Programs for Teachers of English Learners**

Under SB 395 (Hughes, 1999), the Commission was asked to review existing guidelines for experienced teachers to obtain certification to teach English learners by completing a program of staff development. The Commission was also asked to approve any new programs once the guidelines were updated.

Staff reported that a review process had been conducted and that the recommendation is to reduce the prior 22 guidelines to 9. In addition, a review team completed a process for reviewing proposed programs by the statutory deadline of January 1, 2002. Of the 19 programs submitted, staff recommended that 13 be approved by the Commission.

A motion to approve the 13 programs was made (Hauk), seconded (Vaca) and carried without dissent. Chairman Bersin abstained because San Diego Unified School District is a sponsoring organization. He also asked staff to provide members with information about the potential conflict-of-interest circumstances under which a Commission member should abstain from a vote.

### **Prep. 4: Analysis of the Education Code and California Code of Regulations, Title 5, Sections relating to the Requirements and Authorization of the Administrative Services Credential**

As the Commission had requested at the January meeting, staff presented an analysis of laws and regulations that govern the current administrative credential process. A summary of key points highlighted similarities and differences between the pertinent laws and regulations, focusing on areas where the Commission has flexibility to develop a different model for the administrative credential.

Regarding the preliminary administrative services credential, both laws and regulations require that a person hold a prerequisite credential (such as a teaching credential) and three years of experience in the field. In addition, both require completion of a program of specialized preparation; the regulations – which have been adopted by the Commission and therefore could be changed by the Commission – add that the program must be accredited by the Committee on Accreditation, that preparation be provided by an accredited college or university, and that the institution must recommend the candidate for the credential. Finally, the person is required to have employment as an administrator, but the regulations also allow a certificate of eligibility until the person obtains employment.

For the professional clear credential, both laws and regulations require a person to hold the preliminary credential and complete two years as an administrator. The third requirement is

completing a university-based individualized program of professional development; the regulations say the program will be accredited and that the institution must recommend the

candidate for the credential. The requirement that the program be university-based is embedded in the statute. AB 75 provides the Commission the statutory option of accepting the AB 75 program as part or all of the requirement for the professional clear credential.

In addition, one section of the law allows the Commission to grant an exemption to the credential requirement when a district is creating an innovative program of school organization. In this instance, there is no portability for the person who gains administrative experience since the exemption is for the district rather than for the person. Only one district has ever exercised the option.

The law also provides for granting a preliminary credential to out-of-state experienced administrators who meet five criteria: a bachelor's degree, passing CBEST, holding an out-of-state teaching credential, having three years of experience as a teacher, and completing an out-of-state administrative preparation program. To gain a professional clear, the person must meet all five requirements and have three years of experience as an administrator (two under a rigorous performance evaluation) or have completed a program with intensive mentoring and support as certified by their district.

The education codes give the Commission the authority to determine in 13 functional areas whether a teaching or administrative credential is required. The Commission has developed administrative authorizations for eight specific functions. All are defined in regulations and therefore could be modified by the Commission.

Commissioner Katzman asked if the Education Code requires a set number of units for the university-based program and staff replied that it does not. Chairman Katzman then moved on to Prep. 5, indicating that discussion of both Prep. 4 and 5 would follow at the end of the two items.

#### **Prep. 5: Issues and Options in the Preparation and Licensure of School Administrators**

Staff said material would be presented in two sections: an analysis of the different administrator preparation standards and information about assessments.

Three sets of standards were reviewed at the January meeting and were brought back for further analysis by staff:

- The existing California Commission on Teacher Credentialing Standards of Competence and Performance (adopted in 1995). These focus on expected competencies and are used in the accreditation process and to guide and direct programs.
- The Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC Standards), created in 1996. These reflect a new paradigm with a focus on instructional leadership rather than plant management. They represent a national consensus.

- The California Professional Standards for Education Leaders (CPSELs), created in 2001. These, which are comparable to the California Professional Standards for Teachers, focus on implementing the vision of educational leadership in California. They are built on the ISLLC standards.

Staff offered six observations about the standards:

- The ISLLC standards appear to be more detailed, but many are collapsed and concentrated in the CPSELs. Staff offered the assessment that the language in the CPSELs is more powerful, implementing a vision through active and directive language in comparison to the ISLLC standards, which call for facilitating processes and engaging in activities.
- The CPSELs focus more directly on instructional leadership pertaining to accountability for student achievement. The ISLLC standards moved in that direction, but the CPSELs really address accountability.
- In all three sets of standards, the ability to use assessments to improve instruction is consistent, but the CPSELs emphasize the clear relationship to California's standards for students.
- CPSEL standards are very student-centered, with each standard opening with the same phrase: promotes the success of all students. In comparison, the Commission's standards place more emphasis on traditional areas, such as fiscal resources, institutional management, human resources and other areas. The Commission's standards are more organizationally oriented.
- The ability to use technology is only minimally addressed in the CPSEL standards. The authors would argue it underlies all else because it is discussed in the preamble, but it is not well articulated. The Commission devotes one complete standard to the use of technology and the ISLLC standards have more references to technology than the CPSELs.
- The Commission's standards are written to cover a wide variety of roles so they are more general. Both the CPSELs and ISLLC standards are focused on site leadership. There is a belief that they can be used for different roles, but they are really anchored in what happens at the school site with students.

Staff concluded that each set has strengths and weaknesses. If the Commission chose to organize around the CPSELs, which are linked to California's student standards, the strengths of the others could be imported.

Chairman Bersin said that without diminishing the importance of enterprise management functions, he would like to see the primacy of the instructional role articulated in any new standards that the Commission adopts. He said the principal needs to become once again the principal teacher because the most difficult and challenging work is to build a faculty and lead teachers in professional development and diagnosing students' needs. Recognizing the primacy of that role seems too important to have it be noted as just one more dimension of what a site leader does, as the current Commission standards do now. At the same time, the site administrator cannot be a super human person who must accomplish a thousand tasks, all

equally well. That's the model that has been gravitated to and it makes it difficult to attract and retain good candidates.

Ex Officio representative Wilson agreed with Chairman Bersin and noted that if the CPSEL standards, which make instructional leadership the primary function, are used by the Commission, other functions could be integrated within the framework.

Staff commented that the Commission may also want to focus on retaining portability. The ISLLC standards have been adopted by 16 states, and the CPSEL standards keep the same language and domains. If those are kept as a cornerstone and the Commission builds in other priorities, such as site management and fiscal oversight functions, portability should remain intact.

Commissioner Designee Whirry said she likes the fact that the CPSEL standards are student centered. Commissioner Madkins said he is concerned about an administrator's ability to make data-driven decisions based on standards and data. He would like to see that element emphasized. Ex Officio Member Justus said she also believes that the ability to use data effectively is important, but she is worried that if too much is built into the standards, the job will become an impossible one that requires a super human being. That would drive away potential applicants.

Commissioner Katzman said she likes the CPSEL standards but that there are things in the Commission's standards she would not want to see thrown away: the developmental needs of diverse learners, the needs of diverse populations and technology, for example. She said the CPSELS also don't reflect functions such as human resource administration, collective bargaining, management of fiscal resources and student assessment. She said she would like to see some of these elements added into the CPSEL standards.

Chairman Bersin returned to the concept that the job has to be kept to manageable proportions. He said that it is true that an administrator needs to know about collective bargaining, resource management and other functions but that leadership capacity will allow them to delegate and draw on other talents in the school or district. The standards themselves should be driven by instructional needs and how to help teachers become more effective in delivering instruction. Part of the Commission's goal should be to avoid a description that only a super human could do. The job needs to be attractive to talented master teachers, who should recognize that becoming an administrator allows them to affect hundreds of students through instructional leadership, rather than looking at the job as taking them away from the classroom and teaching. The anchor of the standards should be the key value of instruction.

Commissioner Johnson said that standards usually include degrees of proficiency. For example, a beginning teacher is not going to measure up to the Teacher Standards perfectly. Having a rubric that indicates how the standards should be met over time will take away some of the super-human demands of the job. Staff said that once the standards are agreed upon, there would be a process of aligning how the standards would direct preparation and certification processes.

Commissioner Katzman invited audience members to speak. They included:

**Sharon Robison**, Association of California School Administrators. She said she wanted to add clarifying comments to staff's analysis of the CPSEL standards. First, regarding technology, the CPSEL developers felt that describing technology as a powerful tool in the preamble sets the stage for the fact that technology is pervasive and should be an underpinning of all training. Second, she cited multiple examples of how management functions are already embedded in the CPSEL standards but are subsumed into the role of teaching and learning. She said an administrator can be an effective manager without being an educational leader, but that he/she cannot be an educational leader without being an effective manager. She said the CPSEL standards represent a paradigm shift that needs to be made, with the job of administrator focused on student learning. Third, she emphasized that Tier 2 needs radical change to make it personalized, job-embedded and tuned to the immediate needs of school administrators.

**Mauricio Arellano**, director of human resources for San Bernardino Unified School District, who just completed Tier 2 a year ago. He said his Tier 2 experience was mixed. He felt he had to sit in class and learn things he already knew or things that were no longer applicable to the real world. But the institution he attended allowed him to take an independent study approach so that he could put together a program of in-service learning that would meet his current needs as a principal. He said he did learn how important the need for reflection and communication are.

**Michele Guadinier**, elementary school principal at Oakley Union Elementary School District. She said Tier 2 does not align with the competencies an administrator needs in the real world. The overall time commitment also takes away from the ability of the administrator to do a good job. The ideal would be to restructure the program around curriculum, plant management, interpersonal relationships and developing a vision. Requiring a district mentor who is familiar with the district culture would be beneficial. It should also include support similar to BTSA and provide many paths for completion. The program should require proof of competencies rather than 150 hours of professional preparation classes.

Chairman Bersin indicated that the discussion would need to be interrupted for two time-certain agenda items but would be returned to when those were complete. The Commission recessed at 10:07.

## **STUDY SESSION**

The Commission reconvened at 10:25 to hear a presentation on the National Board for Professional Teaching standards. The Commission welcomed National Board President Betty Castor, National Board Vice President Al Summers and two teachers who are board certified and who are sisters, Myrna Hipol-Estrada and Marissa Hipol-Rice.

Castor said currently North Carolina has the most board-certified teachers, followed by Florida. There are now just over 16,000 board-certified teachers in the country. She said that because of California's size, it will probably have the highest numbers in a few more years as

the incentives now in place attract more teachers to the process. The state's \$10,000 bonus is the largest single bonus among the states, although some of the other states have larger

incentives: South Carolina provides \$7,500 per year following certification and North Carolina and Florida both provide a percentage increase in salary.

Castor said the Board is completing certifications that will bring the total number of areas to 27, which will cover 95 percent of the teaching profession activities. For the most part, all disciplinary areas and ages will be covered at that point.

The Board is beginning to focus on research that will determine if the board certification is having a positive impact on student achievement. The Board conducted a recent national conference to solicit ideas for studies and is expecting several to be based in California. A recent survey of California teachers conducted by the California Center for the Future of Teaching and Learning before scores were received indicated that 87 percent felt they were better teachers as a result of going through the process.

Summers said the California's bonus of \$20,000 spread over four years for teachers who go to low-performing schools is unique among the states. The question will be if the investment pays off and makes a difference. That's why the current push for research projects is important. The conference hosted 250 researchers from across the country, 48 of them from California. He is confident that there will be proposals to study the effects of California incentives on the culture of schools and student achievement.

He said many of the teachers who go through the process cite it as the best professional development they have been involved in. Ninety-five percent of those who are certified report that they are actively mentoring other teachers. A survey of unsuccessful Ohio candidates for certification showed that 80 percent felt their teaching had changed profoundly from going through the process. A West Ed study being undertaken with a Stuart Foundation grant is looking at two low-performing schools and working with teachers in cohorts. Within three years about one quarter of the faculty will have gone through certification, so the study will reflect the results of the board process.

Summers also praised the BTSA program as phenomenal, noting that with two years in BTSA and a teacher becoming eligible to be board-certified after three years of experience, there is a professional continuum in place.

Staff said that the assessment piece in BTSA was designed with the National Board standards in mind. In addition, the current teacher assessment project is building on the same shell. An approximation of the board standards is being used at each of these earlier stages of teacher professionalism. The intent is that when teachers exit BTSA there is a consistent system and clear standards.

Myrna Hipol-Estrada and Marissa Hipol-Rice provided a presentation called the Sister Act. Hipol-Estrada teaches chemistry at Garfield High School in Los Angeles and Hipol-Rice teaches biology at Hollywood High School in Los Angeles. Their presentation emphasized the



importance of a support group as teachers go through the process, as well as the importance of taking the process seriously and being committed to the concept of certification as a way of indicating professional achievement.

Commissioner Fortune asked how California's incentives compare to other states' incentives in their effectiveness in bringing out candidates. Summer replied that California only had 17 board-certified teachers before the \$10,000 bonus was created. There was a huge increase in applications after the bonus was created and then a further jump in applications when the \$20,000 bonus was instituted for low-performing school assignments. He also said that California's achievement rate – the successful completion of the process – is comparable to other states' rates.

Castor said that one of the challenges the Board faces is marketing the certification process. Commissioner Designee Whirry agreed that in her travels she has been surprised to discover how few teachers seem to be aware of the National Board process.

Commissioner Johnson said that more than just the incentives, interest was heightened in the process because of the visibility it was given in the last legislative session. She said that a survey has indicated that teachers say the incentive is not sufficient to pay for the amount of time and effort that the process involves. More important than retaining the incentives themselves is ensuring that support is provided for those who are going through the process.

Vice Chair Madkins said his school in the past three years has had six teachers make it through the certification process. He said he has been impressed how the process itself rekindles the teacher's enthusiasm for teaching – almost a rebirth in terms of making student learning possible.

Ex Officio representative Wilson said he too has seen the enthusiasm and commitment that the certification process brings. He said it is important for universities to structure their masters degree and other certifications around the Board process. He urged the National Board to provide guidance to the Commission on any legislation that is needed to further support teachers going through the process.

Ex Officio representative Justus said the Board certification is an important goal to provide to beginning teachers who are emerging from the BTSA process. It provides a clear sense of what needs to be done for the continuing professional development of a teacher. She said she has noted that many senior teachers are not aware of the process and that there is a need to get out the information, as well as tie the certification to the induction segment as a next step. Commissioner Boquiren agreed that there should be a connection and that something should be done structurally to make sure people are aware of the program. Staff said that awareness of the National Board certification process can be made a specific requirement of the BTSA exit process.

Summers said that one thing California could do legislatively is address the current fee payment situation. California is the only state that requires teachers to pay the fee and then apply for a \$1,000 partial reimbursement. The money is given as part of the teacher's pay and

is taxable, which reduces its value. Other states pay the National Board directly on behalf of the candidate.

Ex Officio representative Leveille encouraged the Board to increase its marketing of the process to independent colleges and universities, where many California teachers earn credentials.

Chairman Bersin said that the San Diego Unified School District has used collaboration among the district, the National Board and the local teachers union to increase the number of certified teachers from 16 to 73 over three years. He said the National Board process is important in shaping master teachers who can become leaders, and that there may be some way to link the certification to how California goes about preparing administrators who can be outstanding principal teachers. He thanked staff for arranging the special National Board study session.

#### **Public Hearing: Proposed Amendments to Sections 80026.4, 80026.6 and 80122 of California Code of Regulations, Title 5, Pertaining to the Plan to Develop Fully Qualified Educators**

The public hearing was opened at 11:34 a.m. Staff explained that the original intent of the program was to encourage districts to collaborate with universities to provide intensive professional development before an emergency permit could be reissued. However, under a 1997 change in laws, a five-year limit was placed on emergency permits. This eliminated the rationale for the plan to develop educators. Under the proposed changes, districts would no longer be able to request plan approvals after January 1, 2003 and plans would not be offered after January 1, 2004.

Chairman Bersin asked Commissioners if there were questions. There were none. He asked if there were any comments by the public. There were none. He closed the public hearing. A motion to adopt the staff-recommended changes was made (Johnson), seconded (Fortune) and carried without dissent. The public hearing ended at 11:37 a.m.

#### **PREPARATION STANDARDS COMMITTEE OF THE WHOLE**

The Commission returned to the discussion of Prep. 5, requesting staff to provide its presentation on assessment. Mary Vixie Sandy discussed her experience in participating as a scorer on the ETS School Leader Licensure Assessment and the School Leader Portfolio Assessment. The first is a six-hour written test with 25 constructed-response items. Based on the ISLLC standards, the test costs \$435 per candidate. It provides a set of realistic scenarios and case studies that might arise during an administrator's day.

One question was whether the assessment would work if the CPSEL standards were used instead of the ISLLC standards. ETS believes that it would but that there would be tailoring of the test to meet California's specific needs. ETS wants to involve California administrators as scorers, particularly because they want to incorporate the standards movement that is going on in the state.

The portfolio assessment is designed for the two- to five-year administrator. It encompasses a two-year process of completing four out of six components, with each one requiring up to a 10-page written response and up to 40 pages of documentation. Staff noted that if the portfolio was adopted as a proxy for preparation, one possibility is to require that all six components be completed.

Sandy said that after going through the scorer training and assessing tests, her sense is that the set of assessments would be a very rigorous alternative to the existing program in California. She said that a candidate who could pass both would have the same level of skill required for the current certification. One consideration, however, is that the ETS tests are quite focused on site administration, whereas the California certification process encompasses other roles.

Commissioner Fortune said that is an important distinction that the Commission needs to discuss. She said her view is that the credential should focus on site administration rather than central office positions.

Chairman Bersin said that certification also needs to ensure that principals have experience in classrooms working with teachers. He said some kind of instructional walk through needs to be built into the credential. He also said that the current credential requires that the higher education institution must recommend the candidate but that the district is not asked for its endorsement of the person as an administrator. He said that more than a written examination is needed to determine who should be an administrator.

Commissioner Johnson said that a standards-based system has to be sure that duties are addressed, not job titles. Commissioner Katzman said the current list of eight services that a credential holder is authorized to provide are excellent and ought to be incorporated as part of the new standards.

Ex Officio representative Justus said it is important not to create a paper document that creates more problems for people by listing duties. In a standards-based system, the important thing should be student learning and student success and the standards for administrative credentials should reflect that.

Commissioner Katzman summarized what she called the growing consensus of Commissioners that the CPSELs should be embraced because of their emphasis on student learning, with some modifications. She said it is time for staff to take the Commission's direction and propose a plan that would address the Commission's concerns. She summarized these as:

- The need for flexibility in how a credential is earned.
- The desire for a standards-based system for both the preliminary and professional credential.
- Multiple providers, multiple routes and a fast track.
- Standards that are around the CPSELs with California modifications that are still portable.

- A substitute for or revision of Tier 2 that will include mentoring, reflection and perhaps more of a BTSA model.
- Embedding who needs a credential in the standards.

Commissioner Johnson emphasized that Tier 2 should include a strong link to field experience.

Staff said it would take the direction and begin work on a plan to bring back to the Commission.

## **CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE OF THE WHOLE**

Commissioner Fortune convened the Credentialing and Certificated Assignments Committee of the Whole. Because of audience interest, she reversed the order of items to be discussed.

### **C&CA 2: Transition to Teaching: A Summary of the Pilot Project with Oakland and San Diego School Districts**

Staff described a pilot project that has been under way for the past two years in Oakland and San Diego to reduce the number of teachers with emergency permits. One of the most important things learned is that the reduction cannot be done in isolation but instead involves the collaboration of a variety of players. Strategies were learned that can be used in other districts. To discuss the results, Dr. Deberie Gomez described the San Diego program and Dr. Delores Lemon-Thomas spoke about Oakland.

Gomez said that with 9,000 teachers in the San Diego district, the number of emergency waivers has been reduced to nine. The pre-intern program has grown from 50 to 217, and the district and university-based intern programs have grown as well. The nine remaining emergency permit holders are in low-incidence special education and library media services. She said that the progress was possible partly because San Diego already had infrastructure in place for pre-interns and interns, as well as the fact that there are 11 teacher preparation programs within driving distance of the district. Another important factor was that there was a district culture already in place that did not embrace emergency credentials.

Gomez said the lessons learned included a lack of special education intern programs (particularly for low incidence), the need for districts to refocus resources on emergency-permit teachers and the need for flexibility about when students can enter university credential programs. The library media services credential is also a problem. There are no programs within the state producing new ones, and those from out of state are required to have an underlying teacher credential in California, a requirement they usually do not face in other states. This means that even someone with a master's degree and 15 years of experience is forced to use an emergency permit.

The district worked closely with the Commission staff to address individual problems and also is creating individualized learning plans for specialized single subject teachers, such as Latin and Japanese. Gomez said more work needs to be done, but that she feels the pilot project tore down many barriers.

Lemon-Thomas said that Oakland is a substantially different district than San Diego. With 53,000 students, the district has many English learners and low-income students. Dropout rates are high and teacher retention rates are low. The district believes it needs 400 new teachers a year for the next five years. With a persistent shortage of teachers, the district had more than 500 emergency waiver teachers in 1999 when the project began. Working with the Commission had reduced that to 114.

Lemon-Thomas said a particular challenge was to educate the community as well as the emergency permit teachers themselves about the need to reduce the number of emergency permits. Some of the teachers believed that, because of teacher shortages, the district would have no alternative but to rehire them regardless of their refusal to take part. Sometimes a community liked an emergency-permit teacher because of classroom management skills or community ties and did not want to see the person let go. But the superintendent and the board stood firm behind the policy even when complaints arose.

As a result, much of the Oakland effort was focused on meeting with the community, teachers, administrators and unions to talk about the pilot project and why it is important. They also met one-on-one with each of the emergency permit holders. All emergency permit holders had an individual plan of action after the meeting and had been told that they either needed to make progress toward a full credential or they would not be rehired.

Lemon-Thomas said the Oakland experience shows that it take hard work and commitment, as well as a variety of partnerships, to reduce the number of emergency permit holders.

Commissioner Fortune thanked the two representatives for their powerful testimony about what is possible when emergency permits are targeted. Vice Chair Madkins said he particularly appreciated the emphasis on ensuring that people know that they have to “lead, follow or get out of the way” because the students deserve high-quality teachers.

Ex Officio Member Wilson encouraged Gomez to continue working with universities for flexibility on program entry dates. He said there are a number of ways that universities can work with districts and that he would bring the issue up at a California State University deans’ meeting. Ex Officio Member Justus said she will bring it up with University of California deans.

Commissioner Boquiren asked Lemon-Thomas if the community has come to appreciate the changes that have been made. Lemon-Thomas said it is too soon, but that the district continues to work to explain to communities what good teaching is and what it takes to make a qualified teacher – and how that will impact student achievement.

Commissioner Katzman thanked Chairman Bersin and Commissioner Fortune for instigating the pilot project. She asked what plans were in place to scale up the project to other districts.

Gomez said that her colleagues at a meeting of large school districts were very cool toward the concept and felt that it was not a reachable goal for them. She said she has talked to Commission staff about doing a road show for other districts and providing technical assistance. She also worried that if funds for pre-intern and intern programs are cut, then

progress will become very difficult. Commissioner Fortune said proposed budget cuts were to be discussed later in the meeting.

Commissioner Fortune asked staff to come back with a plan for scaling the project to other districts within the current resources that the Commission has. She said the Teacher Recruitment Centers are well positioned to assist with the effort.

Chairman Bersin said the plan should include a summary of results that could be sent to the Legislature, the state Board of Education and others to demonstrate that an effective effort has been made and that reducing emergency permits is possible.

### **C&CA-1: Proposed Changes to Title 5 Section 80043 Pertaining to the Eminence Credential Application Appeal and Denial Process**

Staff presented as an information item changes proposed for the appeal and denial process for eminence credentials. These changes are based on prior Commission discussion and direction to staff. Under the changes, school districts will be asked to provide information about the effectiveness of the individual as a teacher. They will also have to provide new information that addresses the reason for denial if they want to appeal staff's decision. The item will be brought back in March for Commission approval.

### **LEGISLATIVE COMMITTEE OF THE WHOLE**

Vice Chair Madkins convened the Legislative Committee of the Whole and took up the second agenda item, analysis of bills of interest to the Commission.

Staff explained that the Commission-sponsored bill by Senator Jack Scott regarding the administrative credential process is currently designated SB XXX, and that this proposal replaces SB 328 (Scott). SB 328 needs to be replaced due to a ruling by the President Pro Tem of the Senate against using two-year bills in the second year of the legislative session. While many of the changes the Commission is considering in the administrative credentialing process can be done under current law, the area of the professional clear or Tier 2 credential may require legislative changes. The bill will serve as a vehicle for that.

Although some have suggested complete elimination of Tier 2, the bill does not take that route. Instead it offers a menu of alternatives that place an emphasis on job-embedded work and support in real-work settings. The proposal moves requirements away from "seat" time to demonstrated competence. The current requirements would be kept in place as an alternative, particularly for those interested in obtaining a doctorate. Alternatives for the preliminary credential include passing a national written examination adopted by the Commission or completing a master's degree in educational administration on a related field. Alternatives for the clear credential include completing a Commission-accredited program offered by a university, school district or other provider demonstrating mastery of field work performance standards through a Commission-accredited program, and passing a national administrator performance assessment. All of the options would be governed by Commission standards, which would be revised to emphasize course work, field work and mentoring.

Ex Officio representative Wilson asked if the testing alternative would require any prerequisites. Staff replied that prerequisites are already in place that would not change,

including holding a prerequisite credential (such as a teaching credential), passing CBEST and possessing a bachelor's degree.

Chairman Bersin noted that the bill opens the field legislatively while the Commission continues its discussion about what should be done.

Vice Chair Madkins invited audience comment. Bruce Kitchen, representing the school district human resources administrators in San Bernardino and San Diego counties, said that restructuring Tier 2 is over due and that this group is very supportive of the alternative concepts in the bill, although some language changes may be requested in the future.

Vice Chair Madkins also noted that the Commission had received comments regarding SB 328 (Scott) from Ex Officio representative Bartell in her capacity as Dean of the School of Education, Cal Lutheran and as a representative of the independent colleges. He asked that her comments be incorporated as addenda to the minutes as provided in Policy Manual section 246.

A motion for the Commission to sponsor SB XXX (Scott) was made (Bersin), seconded (Johnson) and carried without dissent.

Regarding AB 1462 involving vocational education teachers, staff said that amendments are needed to clarify the role of the Commission and to clarify that the committee created in the bill would not be responsible for studying credentialing issues. A motion to seek amendments was made (Boquiren), seconded (Johnson) and carried without dissent.

Staff indicated that there were few changes in the summary of legislation (Leg. 1). Staff responded that the State Board of Education had adopted criteria for AB 75, related to principal training, and that a report would be forthcoming at the next Commission meeting. Staff also said that an analysis of HR1 and an update on the Legislature's Master Plan activities would be provided at the next meeting.

#### **FISCAL POLICY AND PLANNING COMMITTEE OF THE WHOLE**

Commissioner Boquiren convened the Fiscal Policy and Planning Committee of the Whole. Staff provided an update of the Governor's proposed budget for 2002-03 as it impacts the Commission. No new initiatives were funded. Information about reductions related to the pre-intern, intern, paraprofessional and math initiatives was provided in the agenda material. Staff said that the reductions are believed to leave sufficient funding for all participants who are expected to use these options, but that growth in future years may pose a problem.

Vice Chair Madkins asked if the reductions were similar in scope to those made in other agencies. Staff said that some agencies face more severe cuts and many have received cuts in the current year budget, so in general the Commission has fared relatively well.

#### **REPORT OF THE APPEALS & WAIVERS**

##### **A&W-1: Approval of the Minutes - (Action)**

It was moved seconded and carried (Madkins) that the Commission **approve** minutes of the January 10, 2002, Appeals & Waivers Committee meeting.

**A&W-2: Waivers: Consent Calendar – (Action)**

It was moved seconded and carried (Madkins) that the Commission **approve** the 689 waiver requests on the Consent Calendar.

**A&W-3: Waivers: Conditions Calendar - (Action)**

It was moved seconded and carried (Madkins) that the Commission **approve** the 24 waiver requests on the Conditions Calendar with the specific conditions attached to each with the exceptions of #4, #10, #13, #14, #15, and #22.

#4: It was moved seconded and carried (Madkins) that the Commission **approve** to grant the waiver request for Tim Galli, Pittsburg Unified School District, for an Administrative Services Credential with the condition that he complete the Preliminary Tier 1 Administrative Services Credential program by January 26, 2003, take CBEST at least twice and obtain a passing score of 41 in one section, and no subsequent waiver will be considered.

#10: It was moved seconded and carried (Madkins) that the Commission **approve** to grant the waiver request for Lemuel Dave Miranda, South San Francisco Unified School District, for a Single Subject Teaching Credential Spanish with the condition that he take CBEST at least twice and obtain a passing score of 41 in one section prior to consideration of a subsequent waiver.

#13: It was moved seconded and carried (Madkins) that the Commission **approve** to grant the waiver request for Meri Kock, Lancaster Elementary School District, for a Pupil Personnel Services Credential: School Counseling with the condition that she complete the program by November 2002 and no subsequent waiver will be considered.

#14: It was moved seconded and carried (Madkins) that the Commission **approve** to grant the waiver request for Kendra Selson, Newport-Messa Unified School District, for a Pupil Personnel Services Credential: School Counseling with the condition that she complete the program by August 2002 and no subsequent waiver will be considered

#15: It was moved seconded and carried (Madkins) that the Commission **approve** to grant the waiver request for Ronald Dobis, Bear Valley Unified School District, for a Pupil Personnel Services Credential: School Counseling with the condition that he complete the program by Spring 2003, the effective date of the waiver to be 08/19/01 TO 08/19/02, and no subsequent waiver will be considered.

#22: It was moved seconded and carried (Madkins) that the Commission **deny** the waiver request for Jason Smith, Santa Ana Unified School District, for a Single Subject Teaching Credential Social Science.



**A&W-4: Waivers: Denial Calendar – (Action)**

The Committee voted to recommend a preliminary denial of the Waiver Requests as listed in Agenda Item 4. These items will be brought to the Commission for action at the March 2002 meeting.

**Commission Member Reports**

Commissioner Hauk said she attended the UC Riverside Education Summit on January 24. Vice Chair Madkins noted that Carolyn Williams, a special education teacher from Poway School District, has been appointed to the National Board for Professional Teaching Standards.

**Audience Presentations**

None.

**Old Business**

The Commission returned to the action taken on the February Credential Waiver Consent Calendar. Staff indicated that a request had been made to pull item 13 regarding Patrice A. Braswell, San Diego Unified School District, because of newly submitted information. A motion to re-approve the Credential Waiver Consent Calendar with item 13 removed was made (Katzman), seconded (Boquiren) and carried with no dissent.

The quarterly agenda for February, March and April 2002 was presented for information only.

**New Business**

None.

**Adjournment**

The meeting was adjourned at 1:27 p.m. The next meeting will be held on March 6 and 7, 2002 at the California Commission on Teacher Credentialing Office, 1900 Capitol Avenue, Sacramento, California.